

SPAULDING ELEMENTARY

204 East Pearl Street
Lamar,, South Carolina 29069

GRADES 4-6 Elementary School

ENROLLMENT 290 Students

PRINCIPAL Vernisa Bodison 843-326-5347

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma P. Dawson 843-393-1291

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	59	41	2

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

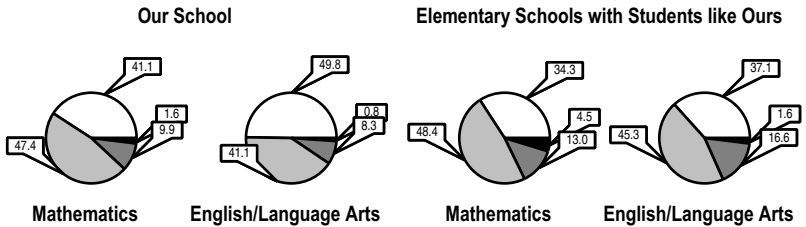
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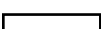
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Average	N/A
2003	Below Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	24	76	44
Percent satisfied with learning environment	75.0%	80.3%	75.6%
Percent satisfied with social and physical environment	83.3%	72.0%	61.0%
Percent satisfied with home-school relations	30.4%	89.3%	71.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	274	100.0	49.8	41.1	8.3	0.8	9.1	17.6
Gender								
Male	144	100.0	55.9	37.0	6.3	0.8	7.1	17.6
Female	130	100.0	43.7	45.2	10.3	0.8	11.1	17.6
Racial/Ethnic Group								
White	64	100.0	32.2	45.8	18.6	3.4	22.0	17.6
African-American	206	100.0	56.3	38.4	5.3	N/A	5.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	224	100.0	45.9	43.0	10.1	1.0	11.1	17.6
Disabled	50	100.0	67.4	32.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	274	100.0	49.8	41.1	8.3	0.8	9.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	274	100.0	49.8	41.1	8.3	0.8	9.1	17.6
Socio-Economic Status								
Subsidized meals	238	100.0	50.0	41.4	8.1	0.5	8.6	17.6
Full-pay meals	36	100.0	48.4	38.7	9.7	3.2	12.9	17.6

Mathematics								
All students	274	100.0	41.1	47.4	9.9	1.6	11.5	15.5
Gender								
Male	144	100.0	44.9	44.9	9.4	0.8	10.2	15.5
Female	130	100.0	37.3	50.0	10.3	2.4	12.7	15.5
Racial/Ethnic Group								
White	64	100.0	25.4	54.2	15.3	5.1	20.3	15.5
African-American	206	100.0	46.8	45.3	7.9	N/A	7.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	224	100.0	34.3	52.2	11.6	1.9	13.5	15.5
Disabled	50	100.0	71.7	26.1	2.2	N/A	2.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	274	100.0	41.1	47.4	9.9	1.6	11.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	274	100.0	41.1	47.4	9.9	1.6	11.5	15.5
Socio-Economic Status								
Subsidized meals	238	100.0	43.2	46.8	8.1	1.8	9.9	15.5
Full-pay meals	36	100.0	25.8	51.6	22.6	N/A	22.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Proficient
English/Language Arts							
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	98	N/A	37.8	52.0	10.2	10.2
	Grade 5	87	N/A	52.9	35.6	11.5	11.5
	Grade 6	81	N/A	44.9	42.3	7.7	5.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	93	100.0	52.9	41.4	5.7	5.7
	Grade 5	93	100.0	48.3	44.8	6.9	6.9
	Grade 6	88	100.0	48.1	36.7	12.7	2.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	98	N/A	49.0	37.8	11.2	2.0
	Grade 5	87	N/A	71.3	21.8	5.7	1.1
	Grade 6	81	N/A	50.0	42.3	6.4	1.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	93	100.0	39.1	57.5	1.1	2.3
	Grade 5	93	100.0	39.1	47.1	13.8	N/A
	Grade 6	88	100.0	45.6	36.7	15.2	2.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 290)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.4%	2.4%
Attendance rate	94.9%	Down from 95.8%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.8%	Down from 7.6%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	18.3%	Up from 17.7%	8.4%	8.0%
Older than usual for grade	3.4%	Up from 1.8%	2.7%	1.1%
Suspended or expelled	2.4%	Down from 5.4%	0.0%	0.0%

Teachers (n= 19)				
Teachers with advanced degrees	52.6%	Down from 57.9%	47.2%	50.0%
Continuing contract teachers	63.2%	Down from 78.9%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.1%	Down from 85.2%	82.3%	86.2%
Teacher attendance rate	95.7%	Up from 94.3%	94.6%	95.3%
Average teacher salary	\$39,408	Down 2.2%	\$39,111	\$39,909
Prof. development days/teacher	21.5 days	Up from 14.1 days	12.9 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	21.1 to 1	Down from 22.6 to 1	17.3 to 1	18.9 to 1
Prime instructional time	88.5%	Up from 87.1%	88.2%	89.7%
Dollars spent per pupil*	\$6,191	Up 31.4%	\$6,289	\$5,892
Percent spent on teacher salaries*	62.6%	No change	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The many and varied activities from this past year were rewarding for Spaulding Elementary's students and staff. Much of this year has been devoted to maintenance and enhancement of the programs instituted already. I continue to be proud of our students' participation in community service projects sponsored by the Student Council, i.e. Pennies for Patients, Non-perishable food drives, etc. Sixteen students were trained as Conflict Mediators, one student was selected as the school's Lieutenant Governor's Essay Contest winner, nineteen students were granted membership into the National Jr. Beta Club, one student received an award and was recognized by the District Board for Perfect Attendance for all six years of elementary school, and another student was selected as Spaulding's STAND Award recipient. Spaulding was awarded three retraining grants through the State Department of Education (SDE) again this year to foster continued and enhanced teacher training. We were awarded the Reading is Fundamental (RIF) Grant through the library again this year. Students were permitted to choose books to help build home libraries.

In order for growth to occur, change must take place. Our teachers are continuing to make strides in instructional improvements. After attending conferences and workshops throughout the state, innovative ideas are brought back to Spaulding and shared with the entire faculty. Nine teachers received in-depth training in Balanced Literacy this past summer, and they report that it has made the difference in our students' improved reading and language skills. Again this year, we were fortunate to have the assistance of our three teacher specialists in our planning and implementing our instructional programs. Spaulding Elementary underwent a Southern Association of Colleges and Schools (SACS) accreditation visit this year. We received no deficiencies, and the SACS team was very complimentary of Spaulding's programs and efforts for improvement. Spaulding Elementary is a Title 1 school-wide site.

Shawn Hoehn was selected as Spaulding Elementary's Teacher of the Year and is fully capable of ensuring sound representation of our school at district meetings. Deirdre Goodson was elected as Spaulding's PTO President. We are confident that under her leadership, our school will continue on the road to growth and improvement. We appreciate the support from our parents during our Family Reading, Math, and Science Nights. Also, we appreciate all of the support from the many businesses, community members and families as we held our first Family Fun Day. This day was an opportunity to enhance "Building a Community of Learners" through fun family activities and information for and about our students and our school's direction. We do ask for parents' help in meeting conference dates and times for planning and monitoring students' academic plans. Also, we ask that parents continue reading with their children for at least 20 minutes daily.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.